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SUMMER COURSES 1969

GUIDANCE

ORIENTATION BULLETIN - CIRCULAR 35G

ONTARIO DEPARTMENT OF EDUCATION

SUMMER COURSES IN GUIDANCE

If sufficient duly qualified teachers apply for admission, the Department of Education will provide the following programs in Guidance from Monday, July 7 to Friday, August 8 inclusive:

Part I, Part II and Part III
at London (Sir Wilfrid Laurier Secondary School).

Part I, Part II and Part III
at Toronto (Ryerson Polytechnical Institute).

Part II and Part III
at Kingston (Loyalist Collegiate and Vocational School).

Part II
at Sudbury (Sheridan Technical School).

Part I
at Fort Frances (Fort Frances High School).

Part I
at Belleville (Centennial Secondary School).

Part IV (summer program)
at several centres.

Each candidate for the Part I and Part III programs must have his application signed by his provincial or municipal superintendent. Candidates are strongly advised to apply early as anticipated heavy enrolments will make it necessary to limit numbers in all programs.

Please note that Part I refers to that course previously designated as the Elementary Guidance Course; Part II refers to the previous Intermediate Guidance Course; Part III refers to the previous Specialist Guidance Course; Part IV (summer program) refers to the previous Fourth Summer Course in Guidance.

Instructions for all Candidates

1. All candidates must complete the enclosed green registration form. This form must be returned, not later than June 1, to the principal of the course centre to which you have been admitted.

London candidates:

Professor H. Hassard,
Althouse College
of Education,
Western Road,
London, Ontario.

Toronto candidates:

Mr. B. Murphy,
Director of Guidance Services,
Separate School Board
of Metropolitan Toronto,
146-150 Laird Drive,
Toronto , 17, Ontario.

Kingston candidates:

Mr. C. Pace,
Head of Guidance,
Malvern Collegiate
Institute,
55 Malvern Avenue,
Toronto, 13, Ontario.

Sudbury candidates:

Mr. T. Harkins,
Supervising Principal,
Arnprior Public Schools,
Box 1659,
Arnprior, Ontario.

Fort Frances candidates:

Mr. J. Kennedy,
Vice-Principal,
F.J. Brennan High School,
910 Raymo Road,
Windsor, Ontario.

Belleville candidates:

Mr. J. Parker,
Head of Guidance,
Huron Park Secondary School,
Woodstock, Ontario.

2. Opening ceremonies will take place from 8:00 to 8:30 am on Monday, July 7. Regular classes are scheduled to begin immediately thereafter.

3. Candidates who have not previously enrolled in a summer school guidance program are required to submit a recent photograph of themselves. The photograph must be attached to the green registration form and should not be larger than 1 1/2x2 in. in size.

4. Candidates must be prepared for a full day's program each day. Though classes are normally scheduled between 8:00 am and 1:00 pm, some lectures and group sessions will be scheduled in the afternoons.

5. The textbooks required for each program will cost approximately $35. They will be available for purchase by the candidates at all centres on the opening day.

6. A reference library will be provided for the use of candidates at each centre. Though books will be available on a one-day borrowing basis, it is to be understood that the facilities of the library will not permit the use of library books in lieu of books required to be obtained by students.

7. Many schools and school systems have excellent professional libraries for guidance personnel. Where possible, candidates should avail themselves of these resources.

Special Instructions for Candidates of the Part II and Part III Programs

Each candidate for the Part II or Part III program is required to submit one taped interview before June 1, 1969. The tape must be sent to the principal of the program centre to which the candidate has been admitted, at the address as noted previously under Instructions for all Candidates.

The tape must be clearly indentified as to the name of the candidate, the program and the centre. Each tape must be submitted together with the registration form and interview information sheet.

In addition to this tape, each candidate is required to bring to the course at least one other taped interview recorded in the manner described below. These additional tapes may be used for assessment purposes. Candidates may be asked to prepare additional taped interviews during the summer program.

Please note the following:

] The taped interviews must be made as early as possible during the current academic year.

2 The taped interviews must be conducted with students enrolled in the schools where the candidate is a member of the staff. The permission of the students must be obtained.

3 Include with each tape a summary of any background information about the student, including data from the O.S.R. available at the time of the interview. Candidates for the Part III program must submit, in addition, a personal evaluation of the strengths and weaknesses of each interview.

4 Use a first name only to identify the student.

5 Delete any reference to name of school or identity of the counsellor.

6 Since the tapes will be used in group listening sessions, they must be clearly audible for tone and volume at a minimum distance of 12 feet.

PROCEDURES FOR MAKING A TAPE RECORDING

Before Recording Interview

1 Use new tape only (5-in. reel, 600 ft.). Be sure to erase any previous recording on the tape.

2 Read instructions which come with machine, or learn complete operation of machine from someone familiar with it.

3 Be sure machine is in proper working condition. Use only a quality tape recorder.

4 Try recording before the interview to ensure satisfactory recording tone and volume.

Recording the Interview

1 Tape interviews in a small room free from outside distractions.

2 Place recorder on the floor or well away from the microphone.

3 Place microphone equal distance from yourself and counsellee. For best results try to stay within three feet of microphone.

4 Record at a speed of 3 3/4 ips. When using a four track machine make recording on track one.

After Recording Interview

Check tape for quality, length, volume and track.

ADMISSION REQUIREMENTS

Part I

To Part I of the Guidance course may be admitted an applicant who holds a teaching certificate or Letter of Standing valid in the schools of Ontario, and who has had at least one year of successful teaching experience in Ontario as certified by a provincial or municipal superintendent.

A teacher who successfully completes Part I will be given a statement to this effect.

Part II

To Part II of the Guidance course may be admitted an applicant who holds an Elementary Guidance Certificate or who has completed equivalent course(s) in Guidance approved by the Minister.

A teacher who successfully completes Part II will be given a statement to this effect.

Part III

To Part III of the Guidance course may be admitted an applicant who:

(a) holds an Intermediate Guidance Certificate or who has completed equivalent course(s) in Guidance approved by the Minister, and

(b) submits evidence of one year of successful teaching in Ontario, including a minimum of 180 hours of successful guidance practice within that year. This year of teaching experience must be subsequent to the Departmental Intermediate Guidance Course or concurrent with the Board-sponsored Intermediate Guidance Winter Course. Part of the guidance practice must include counselling. In the secondary schools, or senior elementary schools on a rotary system, this time must be regularly scheduled on the teacher's timetable; in other schools the 180 hours practice may include the performance of guidance services and functions other than regularly scheduled class work.

A teacher who successfully completes Part III will be given a statement to this effect.

Part IV (Summer Program)

To the Part IV summer program of the Guidance course may be admitted an applicant who successfully completed the Specialist course in 1965 or later, or possesses equivalent course(s) in Guidance approved by the Minister.

An acceptable field study in guidance in specified form may be submitted in lieu of the Part IV summer program.

A teacher who completes successfully Part IV of the Guidance course or an acceptable field study will be granted a Specialist Certificate in Guidance.

An outline of the courses prescribed
for the Part I program

1 Principles of Guidance (Half Course)

This unit is an introduction to guidance and covers areas of the work which will be given more thorough treatment in other units. The following topics will be considered: brief history of guidance; some basic principles of guidance philosophy, fundamentals of guidance functions such as student cumulative records, orientation and adjustment, educational and occupational information, the counselling interview, community resources, placement, follow-up and research; organization for providing guidance services at various educational levels; co-ordination of guidance services particularly between elementary and secondary schools.

2 Introduction to Counselling

This course will serve to introduce counselling. Tape recordings of counselling interviews are studied in class and in small-group sessions. Candidates are provided an opportunity to tape-record interviews for use in small-group sessions.

3 Tests and Measurements

This course is an introduction to standardized group tests. Their use in the school program at the elementary and secondary school levels will be considered. The course will deal with tests available, their selection in relation to the needs of students, a study of validity, reliability and the uses and limitations of tests in measuring a child's abilities, achievement, interests and aptitudes. Emphasis will be placed on the proper administration and correct interpretation of results.

4 Introductory Statistics (Half Course)

The course in elementary statistics will include the following: Organization of data, graphical methods, percentile points, measures of central position and variability.

5 Group Work in Guidance

Special attention will be paid to the subject matter, methods and materials for use in the group work in guidance programs. The use of audio-visual aids, talks by outside speakers, plant visits, orientation programs and the establishment and maintenance of up-to-date occupational and educational files will be discussed.

An outline of the courses prescribed for the Part II program

1 Mental Health and Child Development

This course is designed to acquaint teachers with the principles of mental health as applied to the child in the school as well as with the principles of development. Consideration will be given to the child's emotional and social adjustment as well as the difficulties, problems, and maladjustments that occur. Case-history data and scientific reports will serve as a background for the study of factors in the development of personality. The implications of the mental health approach for guidance will be the major emphasis in the course.

2 Theories of Counselling and Practicum

This course is designed to increase experience with an understanding about counselling relationships. General areas to be covered are: an historical review of conceptual changes in the counselling relationships; existential counselling; social and personality factors influencing counselling goals; vocational and personal roles; interaction between system and counselling goals; ethical standards for counselling; learning and environmental influences in relation to counselling; and behaviour modification in counselling.

3 Advanced Group Work and Community Resources

This unit introduces advanced procedures for working with groups in the senior high school grades, as well as with groups at the kindergarten to grade 8 level. There will be an examination of the inter-relationship of guidance services and the school community. It will make particular

reference to social trends, to allied social and educational agencies, to business and industry, and the integration of guidance within the school system. In addition to the daily lectures, field trips and group discussions will be included.

An outline of the units prescribed for the Part III program

All candidates registered in the Part III Program are required to take the courses listed as follows:

(i) Adolescent Personality and Mental Health
(ii) Advanced Counselling
(iii) The Organization and Administration of Guidance Services

In addition candidates must select one of the following. Please note that the options listed are not offered at all centres.

(a) Research in Guidance (Toronto and London)
(b) Group Counselling (Toronto only)
(c) Case Studies in Counselling (Toronto and Kingston)
(d) Theories of Career Development (Toronto only)
(e) Guidance in the Junior School (Toronto and London)
(f) Behaviour Modification Theory (Kingston only)

Candidates for the Part III Program are asked to indicate on the enclosed green registration form their choice of option in order of preference. Please understand that no candidate can be guaranteed his first choice.

(i) Adolescent Personality and Mental Health

The course is a study of the problems associated with normal adolescence; the common defence mechanism and the psychodynamics of common deviations in emotional and social behaviour. Diagnostic treatment and preventive measures will be discussed.

(ii) Advanced Counselling

This series of lectures and small group sessions will be a continuation of the work taken in the Part II Program. The lectures will prepare candidates for the study and evaluation of recorded interviews. Tape recordings of counselling interviews will be studied in small group sessions and in individual consultation with staff members.

(iii) The Organization and Administration of Guidance Services (Half Course)

Consideration will be given to the following topics: guidance organization related to educational philosophy; the organization of the guidance program in the elementary school and in the secondary school; coordinating the elementary and secondary school programs; the guidance unit functions of the school personnel in guidance, and the relationship between administration, teaching staff, and guidance personnel; public relations; evaluation of services.

Research in Guidance (Option - Toronto and London)

This course provides an introduction to educational research. It includes a description of the major research methods - historical, normative-survey, experimental, case-study, etc. - and techniques for collecting, arranging, tabulating, and analyzing data. Seminars which provide candidates with an opportunity to discuss the procedures they intend to follow in their study will be held during the summer.

Group Counselling (Option - Toronto only)

This course will provide an introduction to group counselling. Lectures and small group sessions will be scheduled in order to assist candidates. The nature of this course will make it necessary to schedule group sessions in the afternoons.

Candidates who intend to take this course should write for the course outline from J.M. Spence, Psychological Services, 159 Almore Avenue, Downsview, Ontario.

Case Studies in Counselling (Option - Toronto and Kingston)

An introduction to the problems and processes of counselling based on case materials. There will be an intensive examination of a few cases plus a student diagnosis of other cases.

Theories of Career Development (Option - Toronto only)

This course will cover the work of Super, Mazlow, Tiedeman, Katz, Van Hoose, Roe, Leonard, Havighurst and others. It will deal with the practical implications of this body of thought for elementary and secondary guidance programs in both counselling and group work. Lecturing will be de-emphasized to the profit of seminars, small group discussions, and one cooperative written paper. Reading assignments must, therefore, be heavier than in a lecture course.

Guidance in the Junior School (Option - London and Toronto)

This option is especially designed for guidance counsellors who have a particular interest in working with younger children or who simply wish to broaden their appreciation and understanding of the role of guidance in the elementary, particularly the junior, school. Counselling children, consulting with teachers, parents, principals, special personnel, coordinating the efforts of all members of the team and working with groups will be discussed in all aspects of the various roles.

Theories of Behaviour Modification (Option - Kingston only)

This course is designed to acquaint the classroom teacher and school counsellor with the recent advances in the application of learning theory to classroom instruction and management. There will be discussion of the basic concepts of learning theory and the methods and techniques derived from this theory. There will be consideration of programmed instruction, the teaching machine, operant conditioning procedures and the engineered classroom. Special attention will be given to the application of these principles in working with perceptually handicapped children; mildly retarded; potential drop-outs, etc. Arrangements will be made for film presentation, demonstrations and projects in addition to the daily lectures.

Part IV (Summer Program)

To the Part IV Summer Program may be admitted an applicant who has completed the Specialist Course in 1965 or later.

The Part IV Summer Program will consist of seminars and visits to industries and agencies.

Applications for this program were received earlier in the school year.